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AUTHOR Fishevski, Yuri; And Others
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ABSTRACT

These two case descriptions of adult education programs in the U.S.S.R. are part of a set that reflects a cooperative effort by adult educators to increase international understanding of various educational programs for adults in their societal context. A face sheet for each program provides this information: name, organization, and address of the person who prepared the case description; program name or title; type of program; type of organization with which the case program is associated; and basic characteristics of service. The two case descriptions are Znanie Society (Fishevski) and Continuing Medical Education (Vartanian, Orlov, Nazarova). The Znanie Society is a voluntary organization of scientists and other experts who teach adults in the people's universities as well as through museums and libraries. The second case study discusses types and stages of postgraduate education and methods of promoting continuing medical education. In addition to the case descriptions, this document includes information on the World Perspective case study project as well as indexes of all cases by country and by category. (YLB)

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ED311189

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: U.S.S.R.

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

For additional information contact: Alan B. Knox, Project Director
264 Teacher Education Bldg.
University of Wisconsin
225 N. Mills Street
Madison, WI 53706, USA

CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

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15L/1-11	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

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21C/1-6	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

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22L/1-24	IRELAND	Professional, Other	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24E/1-10	ITALY	Other	Adult Education in Bologna	Mario Ricci
24F/1-18		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
24H/1-6		Personal	University of the Third Age-Orvieto	Lucio del Corno
*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
26A/1-12	KOREA, DPR	Overview Workers	Overview	Nam Jin U
29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

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29E/1-17	NETHERLANDS	Other	Television Academy	Anja Dircken
29F/1-20		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
29Q/1-8		Workers	Occupational Retraining in Office Skills	Maatje Balde
*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

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*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen-van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

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34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
41A/1-7	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
41E/1-15		Higher	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

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45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

CASE DESCRIPTIONS - BY CATEGORY

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2A/1-26	Agriculture	AUSTRALIA	Farm Manage. Home Study Program	Barry O'Neill
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*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
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*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
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*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
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*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
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A WORLD PERSPECTIVE
CASE COORDINATORS WHO CONTRIBUTED CASE DESCRIPTIONS

ARGENTINA	Professor Isabel Hernandez, CONICET University of Buenos Aires Freire 2185 (Cod. 1428) Buenos Aires, ARGENTINA
AUSTRALIA	S. J. Rooth, Director Dept. of Continuing Education The University of New England Armidale, N.S.W. 2351, AUSTRALIA
CAMEROON	Professor Jean Nyemba Department of Rural Education University Center P. O. Box 222 Dschang, CAMEROON
CANADA	Professor James A. Draper OISE 252 Bloor Street West Toronto, Ontario CANADA M5S 1V6
CHILE	Marcela Gajardo FLACSO, P. O. Box 3213 Santiago, CHILE
CHINA	Dong Mingchuan, Deputy Director 3rd Dept. of High.Ed.,State Educ.Comm. The People's Republic of China 37 Da Mu Cang, Xidan Beijing, CHINA
CZECHOSLOVAKIA	Dr. Kamil Skoda Faculty of Philosophy Charles University Celetana 20 110 00 Prague, 1, CZECHOSLOVAKIA
FINLAND	Professor Jukka Tuomisto University of Tampere Dept. of Adult Education and Youth Work, P. O. Box 607 SF - 33101 Tampere 10, FINLAND

GERMANY, FEDERAL REPUBLIC	Professor Dr. G. Dohmen Institut fur Erziehungswissenschaft University of Tubingen Am Holzmarkt 7 7400 Tubingen 1 FEDERAL REPUBLIC OF GERMANY Dr. Jost Reischmann Institut fur Erziehungswissenschaft University of Tubingen Am Holzmarkt 7 7400 Tubingen 1 FEDERAL REPUBLIC OF GERMANY
GHANA	Dr. Joe K. Ansere c/o Institute of Adult Education University of Ghana P. O. Box 31 Legon, GHANA
GREECE	Professor Michael Kassotakis University of Crete Department of Education Rethymnon, Crete
HONG KONG	Charles Wong 45 Bayview Road Kentfield, CA 94904
HUNGARY	Professor B. Laszlo Harangi Kossuth Lajos tudomanyegyetem Debrecen 10. Pf.17 4010, HUNGARY
INDIA	Professor R. Jayagopal Dept. of Adult & Continuing Education Univ. of Madras, University Buildings Chepauk, Triplicane P.O. Madras, INDIA 600 005
IRELAND	Father Liam Carey, Director Centre for Adult & Community Education St. Patrick's College Maynooth Co. Kildare, IRELAND

ISRAEL	Professor Eitan Israeli Levi Eshkol School of Agr. P. O. Box 12 Rehovot 76-100, ISRAEL
ITALY	Professor Filippo M. DeSanctis via Thailandia, 12 00144 Roma, ITALY
JAPAN	Professor Kazufusa Moro'oka Faculty of Education Kyushu University 03 Res. Inst. of Comp. Ed. & Cult. Higashi-Ku, Fukuoka 812, JAPAN
KOREA, DEMO. PEOPLES REP.	Professor Nam Jin U Research Institute of Pedagogy Academy of Education Pyongyang, DPR of KOREA
NETHERLANDS	Professor Barry J. Hake Department of Adult Education State Univ. of Leiden, Vakgroep andrag. Rijnsburgerweg 157, Leiden NETHERLANDS
NIGERIA	Professor Joseph Okedara Chairman, Dept. of Adult Education Ibadan University Ibadan, NIGERIA
NORWAY	Professor Odd Nordhaug Norwegian School of Econ. & Bus.Admin. Institute of Organization Sciences Helleveien 30, N-5035 Bergen Sandviken, NORWAY
PORTUGAL	Eduardo Figueira Herdade da Mitra 7000 Evora, Portugal Artur Cristavao Universidade de Tras-os-Montes e Alto Douro - Centro de recursos de ensino e Aprendizagem Apt. 206, 5001 Vila Real Codex PORTUGAL

ST. LUCIA	Dunstan Campbell University of the West Indies c/o Ministry of Agriculture Castries, ST. LUCIA
SAUDI ARABIA	Dr. Mohammad Al-Rasheed Director General Arab Bureau for Education in the Gulf States Rhiydh, SAUDI ARABIA
SWEDEN	Dr. Robert Hoghielm Stockholm Institute of Education Department of Educational Research Box 34103, S-110 26 Stockholm SWEDEN
SWITZERLAND	Dr. Hans Amberg, Director Swiss Association for adult Education Oerlikonerstrasse 38 CH.8057, Zurich, SWITZERLAND
TANZANIA	Mrs. Aida Isinika TRDC, Ruaha P. O. Box 254 Iringa, TANZANIA
U.S.A.	Professor Alan B. Knox C.A.V.E., 264 Teacher Educ. Bldg. 225 N. Mills Street University of Wisconsin Madison, WI 53706
U.S.S.R.	Dr. Michail N. Kulis Research Institute of Adult Education USSR Academy of Pedagogical Sciences 8 Kutuzov Embarkment, Leningrad, D-11 191187, U.S.S.R.
YUGOSLAVIA	Professor Dusan Savicevic Bulevar Lenjina 143 Belgrade YUGOSLAVIA

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. **Person who prepared this case description**

   Name Mr. Yuri Fishevski, Vice Chairman, Board of Administration **Phone number** _____

   Organization All Union ZNANIE Society

   Street Address Projezd Serova 4

   City or Town Moscow **State or Province** _____

   Nation USSR

2. **Check whether this case is based on**

   (x) an actual program

   ( ) a composite based on general familiarity with such programs

3. **Write a brief title or name of this program to use to refer to it**

   ZNANIE Society

4. **Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc).** M. Other, comprehensive including citizen, personal, worker, professional

5. **Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).**

   Voluntary association, related to government

6. **Basic characteristics of service area**

   A. Nationwide **geographic size (such as square miles or kilometers)**

   B. _____ **population (number of people living in area)**

   C. _____ **urban/rural (density of population)**

   D. _____ **worldwide**

7. **Year(s) covered by the case description** Current and recent (1986)

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ZNANIE Society

A. Setting

Znanie provides one of the largest adult education programs in the Soviet Union. Its purpose is to disseminate political and scientific knowledge to working people throughout the Soviet Union. Znanie is a voluntary society with a membership of more than three million scientists and expert from various scientific and cultural fields. Each year nearly 400,000 scientists and other experts teach in the peoples universities, many on a volunteer basis. Znanie has general responsibility for peoples universities, but also works through other organizations such as museums, libraries, and its own publishing house. Its educational programs for adultsare provided in the various republics and provinces of the USSR.

B. Outcomes

1. Goals

B1. The work of the Znanie Society has assumed truly nationwide proportions and turned into a powerful factor of the country's intellectual potential and an active form of involving the intelligentsia in disseminating knowledge among the masses and moulding the new man. The new Constitution of the USSR gives public organizations a wide scope for displaying initiative in tackling the tasks relating to the all-round development of the individual and promotion of the Soviet people's educational and cultural standards.

2. Benefits

B2. On June 19, 1972, the Znanie Society was awarded the Order of Lenin by the Presidium of the USSR Supreme Soviet in appreciation of its dedicated work in disseminating political and scientific knowledge and educating the people in a communist spirit. Since its founding the Znanie Society has grown into a powerful mass organization with a membership of about three million.

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C. Process

1. Planning

C1. The Society is run on democratic principles. All its leading bodies are elected from top to bottom by general meetings, conferences and congresses and have to report to them. The congress of the Znanie Society, which is convened every five years, is its supreme body. During periods between the congresses the Society is governed by its Board. The latter elects a Presidium, which includes the President of the Board, First Deputy President, Deputies, Learned Secretary and members of the Presidium.

The Presidium of the Board appoints an Executive Bureau to organize everyday work. the Board guides the activity of the scientific and methodological councils, which include leading scientists and highly competent lecturers and methodsexperts. Such councils and sectors have been formed under every Board of the Society's branches. Their main purpose is to help their Boards work out and implement specific measures ensuring a high scientific level and effectiveness of propaganda work.

Ministries, departments and public organizations aid the people's universities by setting up councils of assistance in the corresponding fields of knowledge. The people's universities have territorial public councils in districts, towns, regions, territories and republics.

On the national scale these councils are governed by the Central Council of People's Universities of the USSR.

All the constituent and autonomous republics, territories, regions, towns and districts have their own organizations of the Znanie Society. Its grassroots organizations have been created at factories and on collective and state farms.

2. Methods

C2. The establishment by the Znanie Society of a farflung network of its organizations for propagating knowledge is one of its major achievements. Although in this age of ours the mass media--the press, radio, television and cinema--have attained unprecedented development, live contact with listeners is an effective means of educating and organizing the masses.

Publishing is a major concern of the Znanie Society. The Society runs one of the country's largest publishing houses putting out popular science books. Its publications are designed for millions and carry information about current events, achievements of science and engineering, advice on how to raise one's skills and education. Znanie books are interesting, useful and, what is especially important, highly readable as to their style and manner, its authors are leading scientists and specialists.

3. Improvement (including evaluation and staff development)

C3. In its address to the 7th Congress of the All-Union Znanie Society the CPSU Central Committee set up this task before the Society: "Every one who meets with the audience, writes for the press, speaks over the radio and appears in television should base his statements on vivid facts, Party principles and high professional standards".

The Znanie Society devotes much attention to training its lecturers. It makes a wide use of seminars--nearly 100,000 seminars are held each year. There are schools for young lecturers at higher educational establishments and many research institutes, and lecturers' courses run by the republican boards of the Society. Thousands of people come here to acquire knowledge. The Central Lecture Hall has fine traditions. Prominent Soviet public figures, scientists, production innovators and cultural workers speak here before the public.

Lecturers enjoy honour and respect in our country for their tireless work of explaining the Party's policy to the masses and self-less service to the cause of enlightenment and education of the people. In March 1978 the CPSU Central Committee adopted a decision on "The State Of and Measures For Improving Public Lectures," a programme of action for the Znanie Society aimed at raising its efficiency. To consider more thoroughly the educational level and knowledge of the listeners, and to constantly increase the standard and effectiveness of lecturers are the tasks set by the CPSU Central Committee.

4. Participation

The Znanie Society in its activity considers the inquiries of ministries, departments, social organizations, enterprises and institutions. In particular, it carries out lectures with the aim of improving the skills of specialists, workers, office workers and collective farm workers. Organizations of the society are especially interested in lecture-goers who need the society's help in satisfying their personal needs, as regards, for example, the broadening of their

horizons, the solving of everyday life problems, the education of children and so on.

The effectiveness of the lectures can be evaluated by various methods, including: questions from the audience, questionnaires, interviews and reviews of the lectures by specialists, with subsequent discussions and analysis of the opinions expressed and of the questions posed to the lecturers.

D. Inputs

1. Participants

D1. The network of people's universities, which is one of the most widespread forms of enlightenment, is expanding every year. In an effort to implement the CPSU Central Committee decision on "Improving the Work of People's Universities" the organizations of the Znanie Society have achieved much in increasing their number--there are more than 40,000 of them in the country with a total attendance of more than 11,000,000 and over 1,000,000 lecturers and activists conducting educational and organizational work.

In recent years the traditional people's universities of culture pedagogy and medicine have been supplemented by other types of universities concerned with the promotion of professional and occupational skills and the training of people for public work in running the state and society. There is a growing number of universities teaching engineering, economics and agricultural science, founded by factories, and state and collective farms. In one year, about 25,000,000 lectures were delivered by the Society members and annual attendance totals about 1,300 million.

2. Needs

Typical ways of assessing or estimating educational needs that Znanie educational programs should meet include inquiries and requests from organizations and comments by lecturers.

3. Staff

D3. The Znanie Society was created on the basis of volunteer work and broad democratic principles. It can be joined by any Soviet citizen who is prepared to spread knowledge among people and is capable of accomplishing this noble mission.

The Znanie Society's lecturers are engaged in disseminating social and political knowledge and acquainting the people with the latest achievements in science, technology and culture, as well as advanced production methods. The variety of methods and ways of spreading knowledge, which the Society has at its disposal, make it a powerful instrument for disseminating political and scientific knowledge. It helps bring science closer to production and thus realize Lenin's idea that science should really become the lifeblood of the people. At present its membership includes over 2,000 full and corresponding members of the USSR Academy of Sciences, as well as republican and branch academies; more than 20,000 professors and doctors of science; more than 123,000 researchers; more than 175,000 lecturers of higher educational establishments; more than 1,000,000 teachers of schools and specialized colleges, 450,000 engineers and technicians; more than 128,000 economists and 235,000 agricultural specialists. Its collective members include 50 engineering and scientific research societies as well as unions of writers, composers, film-makers, artists and journalists of the USSR.

4. Content

D4. The topics cover nearly all the fields of politics, economics, science, culture, engineering and production. Such lectures are delivered at all enterprises and to all groups of the population, taking into consideration the demands, interests and peculiarities of the audiences. It has become general practice to give lectures on the basis of common plans, the latter being an integral part of comprehensive programmes for social development of work collectives and economic regions.

Scientists and college teachers are enlisted to deliver lectures in towns and the countryside. Soirees, get-togethers, days of science and engineering and socio-political readings are especially popular among the public.

The 30 series designated "The New in Life, Science and Technology" and distributed by subscription have a total circulation of 28,286,500 copies. These are devoted to various fields of knowledge. The books intended especially for the people's universities have a total printing of 9,952,100. In 1978, 743 titles of books and booklets were issued for both listeners and lecturers. Such book series as "History and Politics of the CPSU", "International Affairs", "Philosophy", "Scientific Communism", "History" and "The State and the Law" cover topical problems of communist construction, and the CPSU's home and foreign policy. The booklets of the "Pedagogy and Psychology", "For the Young" and "Ethics" series are of help in raising the younger generation.

In the "Literature" and "The Arts" series writers, composers, artists and stage directors discuss literature, painting, music, the theatre and the cinema.

Natural sciences are covered by the "Mathematics and Cybernetics", "Physics", "Chemistry", "Astronautics and Astronomy", and "Earth Science" series while economic problems are dealt with in the "Economics", "Economics and Organization of Production", "Agriculture", "Engineering", "Radio-electronic and Communications", "Transport", "Construction and Architecture", "Science and Technology of Management", and "Trade and Communal Services".

The "Biology" and "Medicine" series narrate about the mysteries of the living organism being unraveled by modern science, and the progress being made in combating diseases.

Znanie puts out manuals and booklets for the following courses of people's universities: "Pedagogy", "Natural Sciences", "Health", "Legal Science", "Literature and the Arts", "Man and Nature" and "Science for Your Profession". Znanie yearbooks are very popular. The international yearbook "Science and Mankind", a richly illustrated publication which was started in 1962, has among its contributors prominent scientists. It keeps the reader in touch with the latest scientific discoveries and inventions and tells about the relations between science and practice.

The international yearbook "Science of the Future" deals with outlooks, hypotheses and outstanding problems.

"Science Today", a yearly handbook intended for the lecturer, carries condensed reference material about modern science, the key problems it is faced with and the way they are coped with.

Readers are particularly keen on fiction and journalistic works, which deal with the complex and varied world of science. Such books are willingly read by all. The Znanie Publishers produce such series as "You Should Read It", "The Fate of Wonderful Ideas", "Creators of Science and Technology" and "Science for Progress". Znanie Publishers' motto is to "explain the complex thing by using simple words" and "make the difficult thing comprehensible and interesting". The Znanie Society's popular-science journals "Znanie" (Knowledge), "Nauka i Zhizn" (Science and Life), "Znanie--sila" (Knowledge is Power), "Nauka i Religiya" (Science and Religion), "Mezhdunarodnaya Zhizn" (International Affairs) and "Slovo Lektora" (The Lecturer's Word) a widely known in the country. Their circulations run into ny thousands.

5. Finance

The All-Union Society Znanie works on the principle of self-finance, receiving revenues only from its own activities. Last year it brought in 117 million rubles, including 76 million from lectures, 23 million from publishing activities and 5 million from production activities. Organizations of the society conclude agreements with organizations, enterprises and institutions on the reading of lectures, for which these groups pay specified sums. About 12 million rubles were received for the reading of lectures in society lecture-bureaus for which listeners bought tickets. The cost of the tickets does not exceed 50 kopecks. Expenses in the same year totaled 109 million rubles, including 60 million rubles for the carrying out of lectures. Of this sum, 28 million rubles consisted of honoraria paid to lecturers. 13 million

rubles were spent for publishing activities, 2 million rubles were spent on seminars for lecturers and 3 million rubles as incentives for lecturers. Maintenance of the administrative apparatus of the Society came to 24 million rubles. Part of the Society's means were used for construction and capital expenditures.

The amount by which revenue exceeded expenditures, that is, accumulated capital, was about 8.4 million rubles. This money subsequently will be used by and large for the construction of new society buildings, lecture-bureaus, planetaria and other institutions.

6. Facilities

D6. The Znanie Society's Polytechnical Museum, which has been awarded the Order of the Red Banner of Labour, ranks among the world's largest polytechnical museums. It displays rich and unique collections of machines, mechanisms, devices, apparatus and instruments, showing how man penetrates the secrets of nature, discovers its laws and uses them for his own benefit.

In the first days following the October Revolution the Museum became a socio-political centre in Moscow, a place where working people held their rallies and meetings. Here Lenin addressed a rally of Moscow's workers, right on the next day after the Soviet government had moved from Petrograd to Moscow on March 11, 1918. Later Lenin spoke here on a few other occasions.

The Great October Revolution brought about radical changes in the work of the Museum. It markedly expanded its activities, trying to reach the masses. The state assumed the responsibility for maintaining the Museum and augmenting its collections.

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In 1947 the Museum was incorporated in the Znanie Society system. At present the Museum gives a comprehensive picture of the scientific and technological progress in the Soviet Union. Its displays cover power engineering, chemistry, mining, metallurgy, engineering, automation, computer technology, physics, radio-electronics, communications and many other subjects.

Over the years the Museum has carried out various forms of work including excursions, lectures, courses, consultations, people's university studies, a permanent seminar for specialists, a vocational guidance seminar, Sunday readings, and technology days. The museum organizes annual itinerant expositions in other towns and holds special shows in its own halls. The Museum is a base for the Reliable Manufacturers Study Group. In 1978 alone, it carried out 17,651 excursions and 3,867 Sunday readings on "Science and Technology News" and lectures for college and university entrants, and so on. Recently the Museum has been less active in such outreach activities.

The Central Polytechnical Library run by the Znanie Society is one of the oldest of its kind in the USSR.

Like the Polytechnical Museum, it was founded in 1864 by a society of lovers of natural science, anthropology and ethnography sponsored by Moscow University.

At the start it had just a few thousand books. At present it has more than 3,000,000 books, and this number grows by 100,000-120,000 every year.

The bulk of the Library's books deal with science and technology. Here the reader can find the works by famous Russian and Soviet scientists.

More than 1,500 factories and research and design institutes make use of the Library's books on an interlibrary borrowing basis. Every year there are more than 1,000,000 visitors to the Library. The librarians of the Central Polytechnical Library are engaged in extensive and diverse work, publicizing books on natural science, engineering, and politics. The Library arranges annually over 600 book exhibitions on topical problems of science and technology. The lecturers of the Znanie Society are supplied with bibliography aids. In collaboration with the Lenin State Library the Central Polytechnical Library puts out special bibliography reference books and "News of Science and Technology" review, intended for self-education.

The Znanie Society runs 32 planetaria, the Moscow Planetarium being the oldest. It marked its 50th anniversary in 1979. Soon after it was rebuilt and fitted out with the most up-to-date projection equipment. Lectures combined with visual demonstrations give the audience an idea of the progress of such serious and interesting sciences as astronomy, space research, physics and geophysics. Every year the Moscow Planetarium presents more than 2,000 lectures with the total attendance reaching 400,000. Its staff delivers more than 5,000 lectures outside the Planetarium at cultural centres, clubs and public parks.

E. History and Evolution of Znanie Programs (including past influences that helped and that hindered its development).

E1. The Order of Lenin All-Union Znanie Society was founded in July 1947. It was the time when the Soviet people were coping with great difficulties in their efforts to reconstruct the regions of the country which had been devastated by the Nazi invaders during the Great Patriotic War and achieve the prewar levels of industrial and agricultural production. In those years special importance was attached to the questions of ideological work and dissemination of the latest achievements of science, technology and culture. This work started under the guidance of the Central Committee of the Communist Party of tne Soviet Union was aimed at mobilizing the Soviet people to fulfill the economic rehabilitation and development plan and to accomplish the tasks associated with the construction of socialism.

Realizing the vital importance of an active participation of Soviet intellectuals in this work, a group of public and political leaders, prominent scientists and workers in the arts, published an Appeal to the Soviet intelligentsia in May 1947. It said in part: "We propose setting up an All-Union society for propagating political and scientific knowledge. We believe that this idea will meet with enthusiastic response, approval and support on the part of all those working in the field of Soviet science and culture, for they have always been at the service of the people and drawn their creative strength from the people". Progressive Russian scientists always regarded the work of educating the masses as their second calling.

The idea of founding a society for disseminating political and scientific knowledge was in line with this fine tradition of Soviet science. This was how the Znanie Society came into existence. Its foundation and development was a bright manifestation of the unity of labour and culture, which developed during socialist construction as a result of the sustained concern of the Communist Party for the enlightenment of the Soviet people and the growth of their cultural and educational standards. Sergei i. Vavilov, an outstanding physicist and President of the USSR Academy of Sciences, was the first President of the Society's Board. At present this post is held by Academician N. G. Basov, Hero of Socialist Labour and a winner of the Lenin and Nobel Prizes.

F. Current Major Societal Influences on the Educational Program

1. Positive influences that contribute to the program's success

F1. Znanie's international ties are wide and varied. It closely cooperates with the societies for propagating scientific knowledge in socialist states and maintains useful contacts with scientific and educational institutions, engineering research societies, technical museums and planetaria of a number of countries. The Znanie Publishing House and the editorial boards of the Society's five journals also maintain business relations with their counterparts abroad.

Every year hundreds of Znanie lecturers travel abroad on individual business tours or in specialized tourist groups. The Znanie SOciety plays host to foreign scientists, cultural workers and specialists in industry and agriculture.

They are given wide opportunities to get first hand information about the Soviet way of life, and the activities of the Znanie Society, and to address various audiences.

Such international contacts promote mutual exchange of information about economic, scientific, technical and cultural progress and about methods of disseminating knowledge. They also contribute to the promotion of cooperation among nations and the consolidation of world peace.

Even a brief account of the activity of the Znanie Society suggests the conclusion that its foundation was a logical development meeting the social needs, and that its rapid growth kept step with the country's fast economic development and the building of a society of mature socialism. The address of the CPSU Central Committee to the 7th Congress of the Znanie Society, which was held on May 25-27, 1977, said in part:

"The Party highly appreciates the contribution made by the Znanie Society to the cause of communist education for the people. Over the 30 years of its existence it has turned into a mass and prestigious organization and become an important factor behind the country's social and political manifestation of the fact that the Soviet intelligentsia has irrevocable ties with its people and is totally dedicated to the cause of the Party and the ideals of communism".

The ninth congress of the All-Union society "Znanie" was convened in May of 1987. Taking into account the nature of the current turning point in our country, the congress posed the task of a fundamental

re-thinking of approaches to activities of the Society.

Organizations of the Society "Znanie" today are striving in every possible way to assist in the carrying out of a course of action to accelerate the socio-economic development of the country, the revolutionary reconstruction (Perestroika) of all spheres of life in Soviet society, and the affirmation in our country of an atmosphere of openness (glasnost). Measures are being taken so that the level of work of organizations of the society will correspond to specific features of the current stage of social development, and to the inquires and interests of the Soviet people.

2. Negative influences that hinder or make it difficult to be effective, There are also negative factors in the activities of the All-Union Society Znanie. The possibilities offered by the society are by no means fully utilized. Some lectures fail to satisfy the listeners, because they lag substantially behind the level of contemporary science and technology which has been achieved in the foremost practical work.

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World Perspective on Adult Education

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1. Person who prepared this case description

   Name F. VARTANIAN, D. ORLOV, E. NAZAROVA Phone number _____

   Organization CENTRAL INSTITUTE FOR ADVANCED MEDICAL STUDIES

   Street Address _____

   City or Town MOSCOW State or Province _____

   Nation USSR

2. Check whether this case is based on

   ( ) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   CONTINUING MEDICAL EDUCATION

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). PROFESSIONAL, TECHNICAL

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   _____

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. X nationwide

7. Year(s) covered by the case description _____

42B/1

Illustrative Case
Union of Soviet Socialist Republics-Continuing Medical Education

Prepared for A World Perspective
by F.Vartanian, D.Orlov, E.Nazarova

An International Comparative
analysis of Educational
programs for adults

Central Institute for
Advanced Medical Studies

Moscow

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The continuing medical education is of paramount importance in the USSR as no medical training system irrespective of it's quality can guarantee it's graduates permanent competence. Medical education should actually be regarded as a continuing process throughout physician's professional life. The principle of continuing medical education is provided for by the existing legislation. There are 16 institutes of advanced medical studies and 56 faculties of postgraduate medical education in the USSR.

Management and Planning of Continuing Medical Education at Postgraduate Level

Ministry of Health of the USSR in cooperation with the Health Ministeries of the union republics and institutes for advanced medical studies regulates and coordinates all the complimentary activities regarding the specialization and postgraduate education (the selection of trainees, subjects, intervals and duration of training, elaboration of curricula and programmes, etc.).

All types of postgraduate education in the USSR are free of charge and are carried out either as part-time training or the trainees are released from their duties completely. Trainees are provided with free accomodation and in some cases with special grants . The system of medical specialization and postgraduate training in the USSR is planned by the authorities. Planning is based on evaluation of real needs for different types of postgraduate education. Thus, the first priority is to study the need of postgraduate education of medical specialists engaged in different fields and capacities. The present uniform data registration system of postgraduate medical training allows not only statistical calculations but for planning medical training, as such.

Special emphasis is laid on the priority and standard of postgraduate training of district, rural, practitioners and of ambulance team, i.e. primary health care workers. A project is now under way to establish separate regions for postgraduate training of PMSP in order to attach them to the postgraduate training faculties with the Institute for Advanced Medical studies coordinating all the activities.

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What is the advantage of such a system?

It enables health and medical establishment authorities and faculties of postgraduate training as well to take into account the specific network and estimate health-manpower needs of a given region. Thus, a close interrelation is established: research and consultative activity of the faculty in providing medical care is interrelated with teaching, i.e. postgraduate educational activities in these regions.

The fact that primary health care physicians are attached to the faculties of the medical institutes allows young doctors to improve their skills at the institute they graduated. In that way the regional planning enables to establish the links between the institute, internship and department of postgraduate training.

Types of Postgraduate Training

There are 3 main types of postgraduate and continuing advanced specialized training of a medical specialist (Fig.1).

Type 1 - training of health generalists (internship). It includes the following stages of continuing medical education:

stage I - of one year duration, subordinatura - initial undergraduate specialization in one of 14 general fields at the clinics, teaching hospitals or university clinics. The aim of training is to introduce the undergraduates to the speciality, initiating undergraduate specialization;

stage II - internship or fellowship - of one year duration initial postgraduate specialization in one of 21 general specialities in major medical establishments with particular attention to a specialized training of primary health care physicians (PHHC). The purpose of the internship is to train medical specialists - postgraduates - in one of the selected specialities of a general profile through acquiring practical skills gained at medical establishments under the supervision of experienced practitioners;

stage III - a 3-4 month general specialized training in the subject chosen in the internship (speciality of a general profile) at the institutes or faculties for advanced medical training. The justification of this particular stage lies in expanding professional and theoretical knowledge and skills in a particular field of a general profile;

stage IV - topical specialization at the institutes or faculties for advanced medical studies, once every 3-5 years in specific subjects of a selected or related speciality. The purpose of this particular stage is

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continuous expansion of professional and theoretical knowledge and skills in one or several subjects (disciplines) or important problems of a selected speciality aimed at maintaining the high up-to-date professional standard.

Besides,physicians can get advanced training at special courses (up to 1,5 months duration) or information courses (up to 1,5 months duration) during independent practical work at major local medical establishments and research institutes. The goal set for these types of postgraduate training is the study of specific theoretical problems requiring urgent solution (information courses) and gaining of skills in terms of specific needs of a specific physician and territorial (local) pathology.

These types of training are not compulsory, and a physician is free to attend them at 2 years intervals.

The subordinatura and internship being only stages of training, general and topical specialization, special and information courses are stages of continuous improvement of doctor's skills.

Thus, for the first type of training 5,5-6 years are required and continuous improvement of professional skills: one year of undergraduate training (subordinatura) and 4,5-5 years of postgraduate training in an internship and during the 3 year period of practical work under the supervision of experienced specialists, institutional training or specialized training at the faculties of advanced medical studies and at major local medical establishments and research institutes as well.

Other numerous forms and types of everyday and continuous improvement of skills should be mentioned. These are: scientific medical societies, all-union,republican, regional, city, district, medical conferences, meetings, workshops and schools for advanced professional training, reading special literature, educational TV and video educational programmes, etc.

Type II - medical training in highly specialized fields and continuous upgrading of this training.

This type includes the same stages as above except stage III. In this case a physician after at least 3-5 years of specialized practice at some health-care establishment can select some highly specialized area for his training during 4-6 months. The main goal of stage III is to gain high standard of knowledge, skills and aptitudes required for independent practice.

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Type II requires 5,5-6 years for training and continuous improvement of professional skills of a specialist.

Type III is designated for training of top specialists in all fields of medicine (general and highly specialized profiles). Contrary to the first two types stage III requires 2 year training period in ordinatura at the institute, research establishment or at the institute for advanced medical studies instead of general specialized training (Type I) and specialization (Type II). Besides, information courses in different fields of selected or related specialities at research establishments, medical institutes, institutes for advanced medical studies can serve as another type of advanced training. All other stages of training there remain the same.

Type III of training and of continuous improvement of professional skills and aptitudes of a specialist requires on an average about 8 years throughout his life-long professional employment. After this type of training and obligatory ordinatura physicians usually get appointments as chief specialists and consultants.

Forms and Methodology

Increasing requirements for better medical care bring about new more advanced forms and methods of teaching, as well as ways and mechanisms for postgraduate competence control. In this respect two main indices serve as a criterion for the selection of teaching forms: the cost effectiveness approach and optimal use of manpower resourses. Therefore the "system-based" approach to the continuing medical education puts in the forefront problem-oriented teaching. Such an approach significantly changes the role of a teacher in the teaching process.

A "school-symposium" - a new form of teaching elaborated and approbated in the CIAMS - is one example of current active methods of teaching. The main idea of the "school-symposium" can be formulated like this: being a qualified specialist a trainee is not only engaged in training (like everywhere in the world) but he shares his experience with other trainees, i.e. participates in the "symposium" - on equal footing with the teachers. Thus the "school-symposium" doesn't phycologically infringe on high skilled specialists engaged in the process with those less skilled as each trainee can be seen in two capacities, either as a teacher or as a student.

The preparation for the "school-symposium" starts with target oriented selection of trainees either through the use of a special file-index for a given profile or through a precycle correspondence with the trainees to be.

Our experience shows that the proportion for the curriculum of these cycles should be two to one (2:1) as the most rational, i.e. two thirds of the time should be alloted to "school" and one third - to"symposium". All the work of the cycle should be channelled through:

a) discussions on the basics of the course itself;

b) discussions on particular issues;

c) trainees' presentations of a particular problem.

There are 4 ways of checking on the effectiveness of the "school-symposium":

1. different kinds of computerized control of the knowledge acquired;
2. assessing of trainees performance at the symposiums;
3. questionaires (trainees assess different components of the operating teaching system);
4. assessment of the ultimate result, i.e. the assessment of the trainee's independent professional activity after the "school-symposium".

Measures for Promotion of Postgraduate Medical Education

Effectiveness and quality of postgraduate education have become a matter of great importance in terms of growing need for better medical care. Thus, during recent years work has been carried out to assess the educational programmes, effectiveness, resulting in a new system of their developing. The essence of it is to use the expert method in unified educational programme developing. An attempt was made for the first time to "integrate" the whole speciality into the united programme with a full list of subjects and disciplines on a so-called "block" principle (courses, sections, subjects, etc.) supplied with the definition of general teaching goals of the courses and sections. Research workers and practitioners regularly discuss at the expert panels their joint efforts directed to the solution of the following problems:

- the content and volume of information on a given and related specialities necessary for specialized training;

- the structure and importance of different segments of the curriculum;
- specialization of particular departments within the CIAMS;
- the improvement of forms and methods of instruction;
- the organization of postgraduate cycles;
- optimal logistic support to implement the educational programmes;
- departamental requirements for teaching staff training on courses and sections of the unified educational programme.

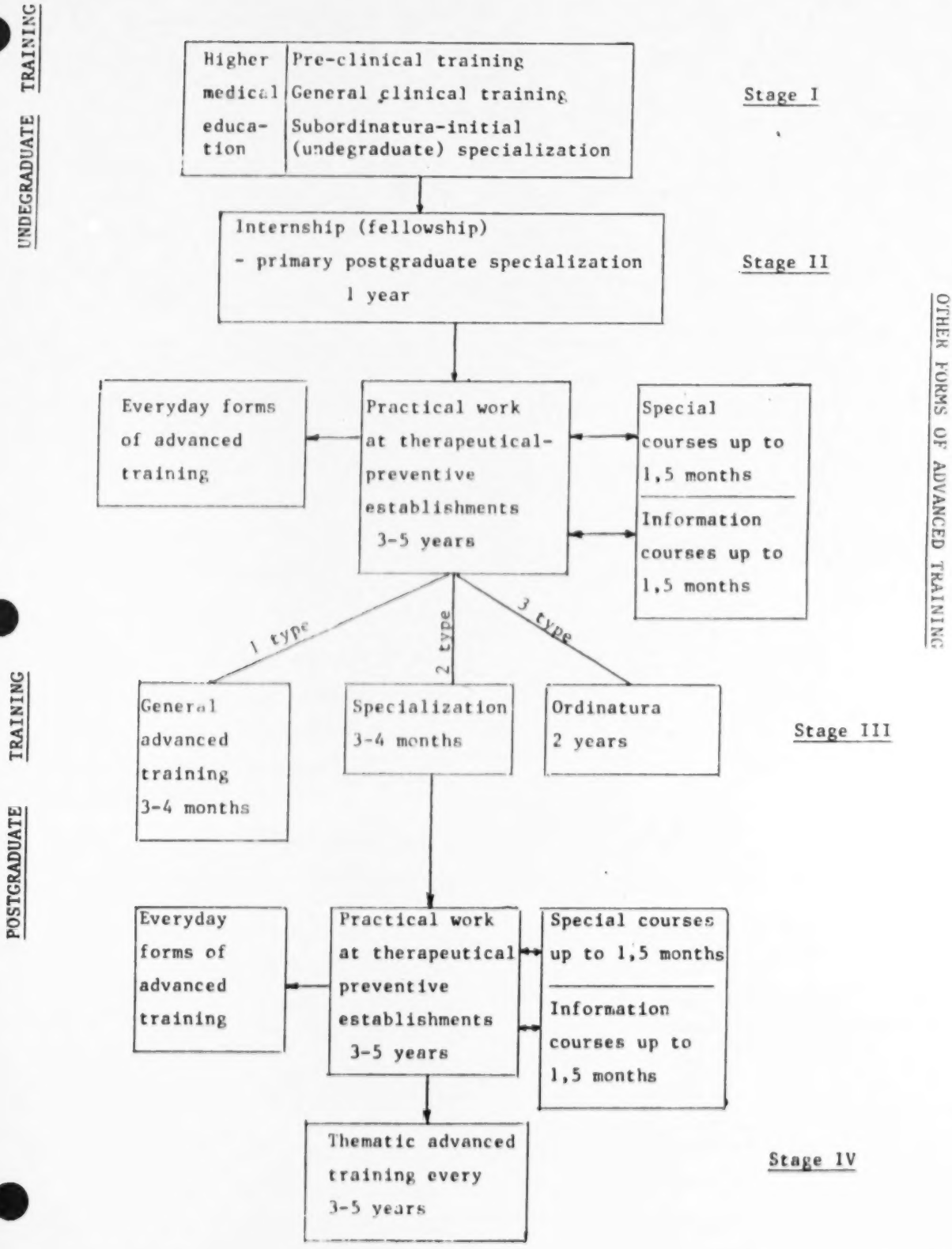
In future individual curricula for teachers' postgraduate training will be elaborated on a problem-oriented basis.

In addition at present expert panels have addressed the issue of closer interrelationship with undergraduate education to provide for continuity in education and improve the quality of postgraduate medical training.

Another innovation in postgraduate education is the establishment of the integrated model of a specialist. The system of training of different specialists is oriented towards specific social conditions keeping in mind that more and more is required from a professional from day to day.

The level of professional competence required to-day to provide in compliance with increasing requirements the necessary level of medical care can be defined and described in official manuals or a model of a specialist. These manuals serve as a framework for formulation of goals in respect of postgraduate medical education and development of modern educational programmes.

Fig. 1. The stages of training and postgraduate education of medical degree holders in the USSR.



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A WORLD PERSPECTIVE:
AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

For additional information, contact:

Professor Alan B. Knox
Continuing Education
University of Wisconsin-Madison
264 Teacher Education Building
225 N. Mills Street
Madison, Wisconsin 53706, USA
Phone: (608) 263-2937

NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
2. Needs (indication that a problem or educational need existed that the program should address)
3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
4. Content (major subject matter fields)
5. Finances (money and in-kind support from any source)
To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
6. Facilities, equipment, materials
7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
1. Positive influences that help or contribute to the program's effectiveness or success.
2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.